Kentucky Determination Criteria Checklist for Severe Emotional Disability (SED) Determination

Relates to KRS 200.503(3) and 907 KAR 15:060, 15:065, 15:050, and 15:055

Per KRS 200:501 – Children with a SED who are receiving institutional care or are at risk of institutional placement shall be given priority for services pursuant to KRS 200:501–200.509.

	Inc	dividual's	Name	Identification	Number	Diagnostic Code(s)
						dividual to be designated as SED. In In and at least two of five in Section 3.
Yes	No	No Criteria				
		Section 1: Age Is a person under age 18 or under age 21 who was receiving services prior to eighteenth birthday and that must be continued for therapeutic benefit.				
		◆ Indi	t is listed in the cur		s Diagnostic and S	perception, orientation, memory or behavior Statistical Manual of Mental Disorders. ectual disability.
		AND				
		Present judged t interven	oy a behavioral heation:	alth professional to be a	t high risk of conti	that have persisted for at least 1 year or are nuing for 1 year without professional
		a)	provide, sustain a basic hygiene or	nd protect him or herse self-care needs, patterr eating disorders, failure	elf at a level approp of self-injurious b	sted by a person's consistent inability to oriate to his or her age. (e.g., significant ehavior, pattern of physically reckless is health, nutrition, safety, or medical needs,
		b)	community relation relationships with for shared attention problem solving. behavioral control home placement.	nships) is manifested to peers and adults. Child on, engagement, initiation inability to maintain safels, decision-making, jud (e.g., repeated or serio	by the consistent in dren and adolesce on of two-way effe ety without assista dgment and value so ous aggressive inte	nterpersonal relationships (including ability to develop and maintain satisfactory into exhibit constrictions in their capacities ctive communication, and shared social ince; a consistent lack of age-appropriate systems which result in potential out-of-cractions with peers or adults in the or which consistently alienates peers.)
		c)	or family type env by repeated and/o and/or parents and disrupts the home serious and chror expectations that	rironment. This can inclor unprovoked aggravand/or other caretakers so; disregard for safety anic destructiveness, selmay result in removal for the control of the control	ude a pattern of er ting or violent beha uch as relative car nd welfare of self of f-injurious behavion from the family or it	manifested by the inability to live in a family notional or disruptive behavior exemplified aviors aimed at others in the home (siblings egivers, foster parents) and seriously or others in the home (e.g., fire setting, r, inability to conform to reasonable ts equivalent). Child-caregiver and family tive patterns that support social-emotional

Functioning at School/Work: Impairment in school/work function is manifested by an inability to pursue educational goals in a normal time frame (e.g., consistently failing grades, repeated truancy, expulsion, property damage, or violence toward others); the ability to learn social and intellectual skills from teachers in available educational settings (e.g., failing most courses-or some courses, if performance is significantly below ability, dropped out of school without alternative academic or vocational involvement or has serious attendance problems, behavior problems result in frequent intervention or suspensions, special class placement or expulsion); or inability to be consistently employed at a selfsustaining level (e.g., inability to conform to work schedule, poor relationships with supervisor and other workers, hostile behavior on the job). e) Functioning in Self-Direction: Impairment in self-direction is manifested by an inability to control behavior and make decisions in a manner appropriate to his or her age. (e.g., repeated or serious violations of the law or community norms; lacks confidence or competence to perform routine ageappropriate functions in the community such as running an errand; behavior is repeatedly disruptive or inappropriate in community settings; requires adult supervision in community well after age when should have more autonomy.) **NOTE:** For early childhood functioning, major impairments undermine the fundamental foundation of healthy functioning exhibited by: Rarely or minimally seeking comfort in distress Limited positive affect and excessive levels of irritability, sadness or fear Disruptions in feeding and sleeping patterns Failure, even in unfamiliar settings, to check back with adult caregivers after venturing away Willingness to go off with an unfamiliar adult with minimal or no hesitation Regression of previously learned skills Inability to make and keep friends Inability to share AND Section 4: Duration Presents substantial limitations or symptomology in the areas above that have persisted for at least one (1) year or are judged by a mental health professional to be at high risk of continuing for one (1) year without professional intervention; **Interstate Compact (per KRS Chapter 615):** Is a Kentucky resident and is receiving residential treatment for emotional disability through the interstate compact; OR DCBS Out of Home Placement: The Department for Community Based Services has removed the child from the child's home and has been unable to maintain the child in a stable setting due to emotional disturbance. This individual meets the criteria for the designation of Severe Emotional Disability (SED). Documentation of the existence of these criteria of Age, Diagnosis, Disability and Duration is present in the individual's medical record and assessment has been conducted by a qualified, licensed behavioral health professional.

Signature

Date

Print Name/Credentials